

# Assessment Director's Meeting

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- FEBRUARY 18, 2016
- 9:00-11:00



# Information for the Webinar

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- ADOBE link to the AD Meeting:
  - <http://connect.schools.utah.gov/aau/>

# AGENDA

- Welcome & Future AD Meetings
- Legislative Update
- USOE Assessment Inventory
- Student testing in Utah
- Assessment to Achievement Update
- Rangefinding
- ACCESS 2.0/ACT
- SAGE Updates
- Data Exchange & DLM Update
- SAGE Math Update
- ESSA Update
- Data Gateway Updates
- Thank You



# Welcome

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- Future AD Meetings

<b><u>AD MEETINGS - Basement West (USOE)</u></b>		
<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>
February 18, 2016	9:00-11:00	Basement West
March 17, 2016	9:00-11:00	Basement West
April 21, 2016	9:00-11:00	Basement West
May 19, 2016	9:00-11:00	Basement West
June 16, 2016	9:00-11:00	Basement West

# Legislative Update — Rich Nye

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- Updates on:
  - SB 200 Student Assessment Modifications
  - SB 201 Student Testing Amendments
  - SB 149 School Grading Modifications
  - HB 358 Student Privacy Amendments
  - HB 164 Educational Testing Amendments



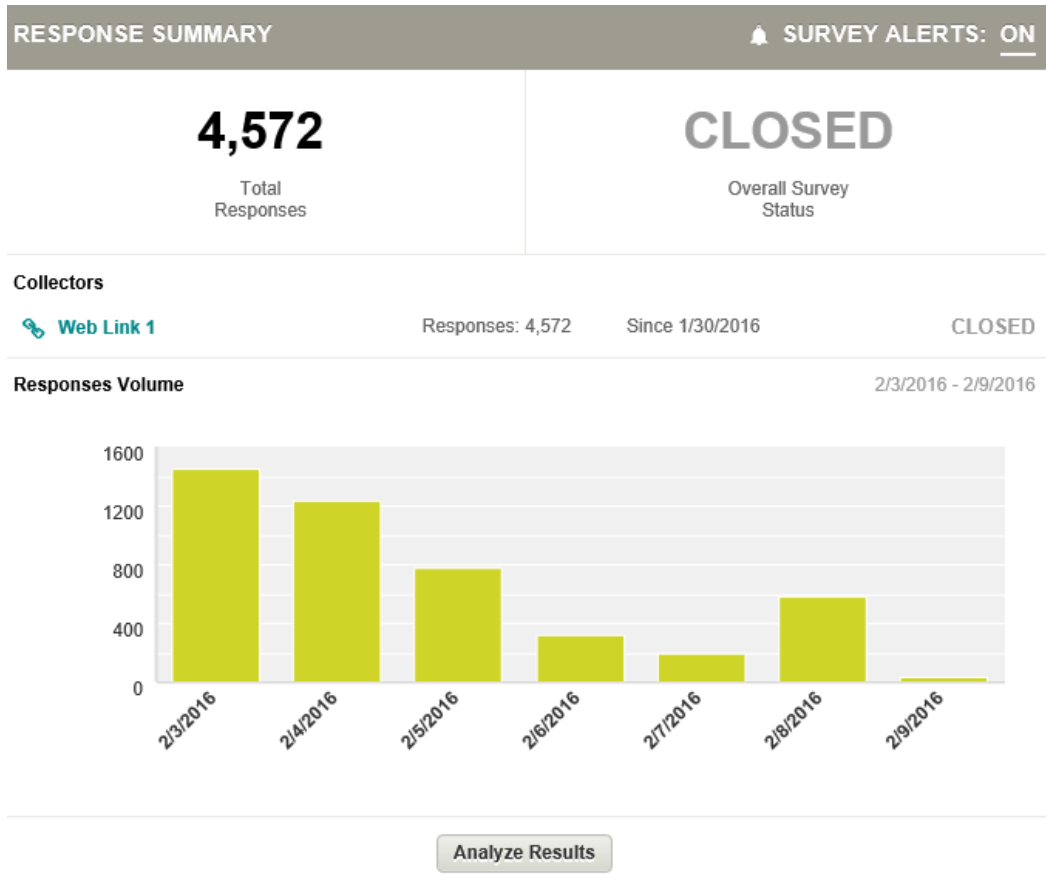
# USOE Assessment Inventory

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❖ JO ELLEN SHAEFFER



# USOE Assessment Inventory



- PURPOSE

Utah State Office of Education seeks to understand benefits, challenges, and proposed improvements to our end of level assessments in planning and implementing new ESSA.

- Teacher Survey – SAGE
- Assessment/Curriculum Director – District Inventory
- Focus Groups

# Inventory – LEA Assessment

Grade	Assessment	Population	Testing Window(s)	Required By:	Approximate % of Schools that Administer the Assessment	Administration Time per Student	Number of Administrations per School Year	Max Yearly Total Time by Hour
Kindergarten	Fall Kinder Assessments	All	Fall	LEA	100%	30-45 min	1	0.75
	Spring Kinder Assessment	All	Spring	School	50%	30-45 min	1	0.75
Total Time (Approx.)								1.5
Grade 1	DRA (Direct Reading Assessment)	Struggling Readers	Fall/Spring	LEA	100%	30-45 min	3	2.25
	AIMS	All	Full Year	School	100%	30-45 min	2	1.5
	Accuity							
	Illuminate							
	SRI (Scholastic Reading Inventory)					30-45 min	3	2.25
	End of Level ELA					30-45 min	1	0.75
	End of Level Math					30-45 min	1	0.75
Total Time (Approx.)								7.5
Grade 2	DRA (Direct Reading Assessment)		Fall/Spring			30-45 min	3	2.25
	AIMS		Full Year			30-45 min	5	1.5
	Accuity							
	Illuminate							
	SRI (Scholastic Reading Inventory)		Full Year			30-45 min	3	2.25
	End of Level ELA		Spring			30-45 min	1	0.75
	End of Level Math		Spring			30-45 min	1	0.75
Total Time (Approx.)								7.5



# Attachments sent with AD PowerPoint

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Please review:

1. Assessment Document
2. Roadmap for CCR
3. Utah Accountability Measures
4. LEA Assessments

# Assessment to Achievement Update

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❖ DARON KENNETT

❖ KIM RATHKE



# Assessment to Achievement

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- Cohort 1

Box Elder

Weber

Davis

Salt Lake

Jordan

Tooele

Duchesne

Uintah

Iron

Sevier

Endeavor Hall

Beehive Academy

Ogden Preparatory Academy

Lincoln Academy

Spectrum Academy South

- Cohort 1 participating schools are completing second interim for medium-term data collection.
- Cohort 1 is continuing through 2016-2017.



# Assessment to Achievement

- Cohort 2--Applications in Process

Box Elder

Canyons

Duchesne

Emery

Jordan

Juab

Kane

Millard

Murray

North Sanpete

Salt Lake

Tooele

Uintah

Weber

C.S Lewis Academy

Odyssey Charter School

Pinnacle Canyon Academy

Pioneer High School

- Participating schools are being selected this week.
- LEAs will be notified within the next two weeks.
- Both non-Title 1 and Title 1 Focus schools are included in Cohort 2.



- Funding is guaranteed through Year 2 for each cohort.
- If additional funding is approved, project will continue through Year 4.

# Rangefinding

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❖ DARON KENNETT

❖ KIM RATHKE





# Success and Struggle

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- Students do understand they need to use textual evidence in argumentative essays but are struggling with integrating the evidence in a fluid manner.
- Students are incorporating textual evidence but are relying on one source instead of using multiple sources, particularly if source material is a graph or photo.
- Students are citing sources but are doing it unevenly.
- Organization is improving but too much reliance on 5-paragraph essay format.

# Success and Struggle

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- Students are attempting to address the entire prompts but struggle to stay on topic.
- Transitions are evident but too much reliance on simplistic forms (first, second, third, in conclusion).
- Academic vocabulary is lacking and students are not addressing the appropriate tone for audience.



# Ninth Grade Rangefinding Prompt

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- Lawmakers are considering raising the age for legal drivers from sixteen to eighteen. Write an essay for your state legislators arguing whether or not they should change the age guidelines for drivers in Utah. Your essay must be based on ideas, concepts, and information from the “Raise the Driving Age?” passage set.
- Manage your time carefully so you can
  - plan your essay;
  - write your essay; and
  - revise and edit your essay.
- Be sure to
  - include a claim;
  - address counterclaims;
  - use evidence from multiple sources.
- Do not over rely on one source. Type your answer in the space provided.



# ACCESS 2.0/ACT

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- ❖ DARON KENNETT
- ❖ CYDNEE CARTER
- ❖ JARED WRIGHT



# ACCESS 2.0 Schedule

<b>Test Window</b>	<b>1/19/2016</b>	<b>3/11/2016</b>
Additional Test Material Window	1/6/2016	3/4/2016
Districts Pack Completed Test Material	1/20/2016	3/18/2016
Districts Ship Completed Test Material to DRC	1/20/2016	3/18/2016
All Test Material Received at DRC	3/25/2016	3/25/2016
Pre-Reporting Data Validation Window	4/6/2016	4/19/2016
Districts Receive Reports - Printed and Online	5/13/2016	5/13/2016

# ACCESS 2.0 Technology

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- **There will be a new TSM release.**
- If you manually visited a specific TSM management page, this release could potentially cause a testing interruption.
  - This page is not something that you would have typically accessed during your normal TSM interactions.
  - You would have accessed this page by going to the following URL: <http://localhost:8080/admin/manageTSM> (replacing localhost with the TSM machine name or IP address)
    - No action required if you have not seen the webpage (screenshot on next slide) before or if your setting is set to “No.”
    - If your setting is “Yes,” please change it to “No” to avoid having to manually restart the TSM to allow continued testing.

Content Caching

Response Caching

Tools

## Manage TSM Settings



### Caching Configuration Options

- ☒ Enable Content Caching
- ☒ Enable Response Caching

### Automatic Update

- ☒ Enable Automatic Update
- ☐ Disable Automatic Update

### Automatic Update Includes Optional Update?

- ☐ Yes
- ☒ No

### TSM Application Updates

Check for Updates

Save

# ACCESS 2.0 Q&A Webinars

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## WIDA Q&A sessions

WIDA is pleased to offer weekly drop-in Q&A sessions for Test Coordinators, Test Administrators, and Technology Coordinators. These events will be held **each Monday (11:00am-12:00pm CT), Wednesday (1:00pm-2:00pm CT), and Friday (2:00pm-3:00pm CT) through April 13th.**

**Wednesday, February 17th (1:00–2:00pm CT) [Join](#) (Special Focus: TSM Update)**

**Friday, February 19th (2:00–3:00pm CT) [Join](#)**

**Monday, February 22nd (11:00–12:00pm CT) [Join](#)**

**Wednesday, February 24th (1:00–2:00pm CT) [Join](#)**


WIDA is pleased to announce it has now increased the participant limit to 1,000 attendees.

- Additional webinar information on WIDA's ACCESS 2.0 Preparation Resources webpage <https://www.wida.us/assessment/access20-prep.aspx>

# ACT

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- Updating the State ACT website

- Email is being sent out on February 22<sup>nd</sup> to District and School Test Coordinators
- The new site will be live on February 26<sup>th</sup>
- Only appearance and design will be changing
- <http://www.act.org/aap/utah/act.html>
- Click on  at the top of the page

- ACT 2017

- Online/Paper pencil option
- If students want to participate in additional writing section, they will be given a “voucher” to take the entire test on National Test Day

# SAGE Updates

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- ❖ JARED WRIGHT
- ❖ JULIE QUINN
- ❖ DAVID SALLAY



# SAGE – Known Issues

Known Issue	What it may look like for users	What is being done and the ETA?	A workaround?
If a student took only one of the ELA component tests (Reading or Writing) in the Fall window, and then took both ELA components in the current Winter window, the component tests from the Winter window are not merging correctly.	There is no impact to the fall reports, however, users will not see an overall ELA score for the winter interims. No responses are lost and as soon as the merges are complete, the scores will populate in ORS.	AIR is working to complete these merges so that the scores will populate for the Winter interim.	
Chrome v. 47 - Google related problems with TTS	<ul style="list-style-type: none"> <li>• Text-to-speech tracking is out of sync (v. 49 or 50)</li> <li>• Poor sound quality, scratching and breaking (v. 48)</li> <li>• Drop-down lists are detached (v. 49 or 50)</li> <li>• Keyboard shortcuts not getting suppressed (v. 49 or 50)</li> <li>• KIOSK – highlighting not being able to “drag” over the part of the text wanting highlighted (v. 49 or 50)</li> </ul>	<p>Google has worked on a fix for the poor TTS sound quality, which is the highest priority Chrome v. 47 issue on the list. AIR is currently testing this fix to make sure it is working properly and then Google will make the update in Chrome 48.</p> <p>Google is working on the other issues as well, but there is not an estimated time of completion.</p>	There is not a workaround at this time. The best alternative, if possible, is to test on an alternate platform. If this isn't possible, users might try to revert back to Chrome v. 46.
iOS 9	Apple has introduced a sharing feature, which means that test items from an assessment could be shared on Facebook or other social media applications		Ensure that the test administrator has disabled the sharing feature in the MDM solution before testing
Reviewing and Changing Answers for Math and ELA: Reading Full-reporting Interim	Students are able to review and change answers for questions completed the previous day	AIR is in the process of correcting this issue.	



# SAGE – Upcoming Dates

Statewide Summative Testing Windows	Starting	Ending
LEAs are responsible for determining school testing windows for each SAGE-assessed course (R277-404). SAGE assessments must be administered at the end of instruction and while a student is enrolled in the course.		
Summer	7/1/15	7/29/15
Mid-year – For courses which end on or before March 4, 2016 Trimester courses – 3 week window (up to the last day of the course) Semester courses – 2 week window (up to the last day of the course) Other courses – 1 week window (up to the last day of the course)	9/1/15	3/4/16
Spring LEAs have eight weeks to administer all Spring summative assessments; ELA (including Writing), Math, and Science. The testing window starts eight calendar weeks prior to the last Monday of the school year.	3/21/16	6/17/16
Statewide Interim Testing Windows	Starting	Ending
Interim assessments are <b>OPTIONAL</b> and are administered based on LEA decision. Students may have one opportunity for each assessment during each Interim testing window.		
Fall	9/1/15	12/18/15
Winter	1/4/16	3/4/16

System Maintenance Windows	Starting	Ending
The SAGE system is offline during maintenance windows.		
<b>Monthly Maintenance</b> – beginning at 9pm		
February	2/19/16	2/21/16
March TIDE and ORS available until 3/18/16	3/5/16	3/20/16
April	4/22/16	4/24/16
May	5/20/16	5/22/16

USOE Assessment and Accountability Testing Schedule  
<http://schools.utah.gov/assessment/Directors/Resources.aspx>

# 2015-2016 Spring SAGE Testing Schedule

## KEY

- Red = TDS offline
- Green = TDS available
- ? = Possible offline
- ★ = Example LEA testing window  
(Last day of school is during the week of May 30<sup>th</sup>.)

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4★	5★	6★	7★	8★?	9
10	11★	12★	13★	14★	15★?	16
17	18★	19★	20★	21★	22★@ 9pm	23
24	25★	26★	27★	28★	29★	30

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2★	3★	4★	5★	6★	7
8	9★	10★	11★	12★	13★	14
15	16★	17★	18★	19★	20★@ 9pm	21
22	23★	24★	25★	26★	27★	28
29	30	31				
June						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

# SAGE – 2016-2017 Testing Schedule

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- We will be creating the 2016-2017 USOE Testing Schedule. Our plan is to have the schedule ready by mid-April.
- Please let [jared.wright@schools.utah.gov](mailto:jared.wright@schools.utah.gov) or [julie.quinn@schools.utah.gov](mailto:julie.quinn@schools.utah.gov) know of any requests and/or concerns regarding the USOE Testing Schedule.
- *The sooner the better, as we work to get schedules set accordingly.*

# SAGE – Test Delivery System (TDS)

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- TDS may be offline for required deployments.
- Which date would work better, **April 8** or **April 15** to take TDS offline?
- TDS will be available the following Monday at 7:00 am.

# Data Exchange Updates

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❖ DAVID SALLAY

❖ TRACY GOOLEY



# SAGE/UTREx Issues

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- USOE is aware of several issues related to data being sent to TIDE from UTREx.
  - Psuedo dual enrollments for foreign exchange and EL students not always generating correctly.
  - 12<sup>th</sup> graders incorrectly being assigned 11<sup>th</sup> grade ELA tests.
  - 1% students incorrectly being assigned to SAGE.
- We are working hard with our IT department to resolve these issues. Please keep sending problems you find to [david.sallay@schools.utah.gov](mailto:david.sallay@schools.utah.gov) so that we can continue working to resolve them.

# Data Gateway – Special Codes tool

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- We will be able to update the tool with special codes from TIDE on a **monthly basis** starting on March 1<sup>st</sup>.
- From May 15–June 5, the period when the highest amount of testing will take place, we will receive updates from TIDE on a **nightly basis**.



## Utah's Educational Data Gateway

A resource provided by USOE that allows the public and school personnel to access education-related data.

# DLM updates

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- **SPRING TESTING WINDOW: March 21, 2016 through June 10, 2016.**
- Special Circumstance Codes are only accessible to Building Test Coordinators, District Test Coordinators, and State Assessment Administrators. A teacher will not be able to see the codes or enter a code.
  - The code will be in Educator Portal, in a drop-down window where you locate the Test Information Page (TIPS): the test sessions browser under Test Management.
- Tracy Gooley Contact information: New Special Education Assessment Specialist
  - [tracy.gooley@schools.utah.gov](mailto:tracy.gooley@schools.utah.gov) and/or 801-538-7887



# DLM – January Data Loss

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- The USOE has put into place a "check" that will ensure that large numbers of students cannot be exited out of KITE due to changes in UTREx enrollments. The current threshold is that if the total enrollment count in your LEA changes by more than 10 students in a day, then no students will be exited.
- With this in mind, if an LEA has more than 10 students that they want to exit from the system at one time, they will need to contact David Sallay ([david.sallay@schools.utah.gov](mailto:david.sallay@schools.utah.gov)) and he will turn off the "check" for that district.

# DLM – ITI Testing Window

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- The DLM ITI testing window will be **closing February 29, 2016**.
  - The purpose of this window was to allow teachers to have control over the Essential Elements (EEs) that will be chosen for their students' testlets for the Spring Window.
  - If students are not able to test over the entire Blueprint for their grade level during this window, the Spring Window testlets will be chosen at random from all of the possible EEs.

# DLM – Data Lockdown

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- There will be a **Data Lockdown beginning March 10, 2016.**
  - Teachers will need to have their data cleanup finished by end of day February 29<sup>th</sup> and District staff will have until end of day March 2<sup>nd</sup>.
  - Teachers and Districts will not be able to make changes to any data in the student's accounts. You will need to contact David Sallay ([david.sallay@schools.utah.gov](mailto:david.sallay@schools.utah.gov)) if you have a new student enroll during this time.
- Students are assigned to teachers based on their UTREx enrollments.
  - In order to get a different teacher into KITE, you must contact David Sallay ([david.sallay@schools.utah.gov](mailto:david.sallay@schools.utah.gov)) to request an override.
  - In order to create a teacher account in KITE, USOE must have the teacher's email address. We have been requesting these over MOVEit/email.

# SAGE Math Updates

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❖ TODD VAWDREY



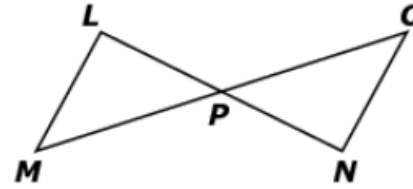
# Changes to Math Training Test

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1. Added items of the new Geometry Proof type to the HS Training Test.
2. Students must drag statements to complete a specific proof.
3. Format can be either a one-column or two-column proof.
4. The new questions are placed as questions 1 and 2 on the HS Math training test.

# Two-Column (Q1)

In the figure shown,  $\overline{LN}$  and  $\overline{MO}$  bisect each other at point  $P$ .



Prove that  $\angle M \cong \angle O$ . Drag statements and reasons to the boxes to complete the proof.

Statements	Reasons
$\overline{LN}$ and $\overline{MO}$ bisect each other at point $P$ .	Given
$\overline{LP} \cong \overline{PN}$ and $\overline{MP} \cong \overline{PO}$ .	
$\triangle LMP \cong \triangle NOP$	
$\angle M \cong \angle O$	Corresponding parts of congruent triangles are congruent (CPCTC).

$$\angle LPM \cong \angle NPO$$

Segment bisectors create two congruent segments.

$$\angle PLM \cong \angle PNO$$

Angle bisectors create two congruent angles.

SAS

Vertical angles are congruent.

SSS

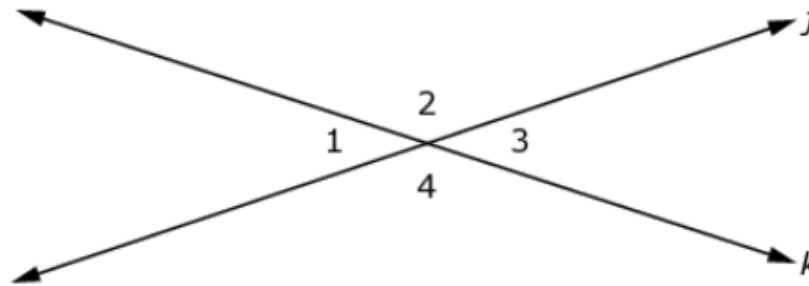
Complementary angles sum to  $90^\circ$ .

ASA

Supplementary angles sum to  $180^\circ$ .

# One-Column (Q2)

Lines  $j$  and  $k$  intersect to form  $\angle 1$ ,  $\angle 2$ ,  $\angle 3$ , and  $\angle 4$ .



Drag a statement to each empty box to complete a proof of the statement  $m\angle 1 = m\angle 3$ .

Statements
$m\angle 1 + m\angle 2 = 90^\circ$ because linear pairs of angles are complementary.
$m\angle 1 + m\angle 2 = 180^\circ$ because linear pairs of angles are supplementary.
$m\angle 1 + m\angle 2 = m\angle 2 + m\angle 3$ by the transitive property of equality.
$m\angle 2 + m\angle 3 = 90^\circ$ because linear pairs of angles are complementary.
$m\angle 2 + m\angle 3 = 180^\circ$ because linear pairs of angles are supplementary.
$m\angle 1 = m\angle 3$ by the subtraction property of equality.

Proof	
1.	Given $\angle 1$ and $\angle 2$ form a linear pair; $\angle 2$ and $\angle 3$ form a linear pair.
2.	
3.	
4.	
5.	

# Every Student Succeeds Act (ESSA)

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❖ WHITNEY PHILLIPS





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## Key Differences



1. The states now have more authority to make decisions, choose standards and assessments, goals, and means of accountability.
2. The states are also responsible for enforcing many requirements (though subject to ED regulation).
3. The “big acronyms” have been eliminated. No more AYP, HQT, or SES.
4. New limitations on Secretarial authority, especially around State plans, waivers.
5. Consolidates/eliminates a number of smaller grant programs.

# Standards and Assessments

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- The states must:

1. Adopt challenging academic standards (Secretary may NOT require standards to be submitted for approval).
2. Implement aligned assessments
  - ED has indicated it will continue with peer review of assessments.
  - Assessments must occur in:
    - Grades 3-8 and once in high school for math and English
    - At grade-span intervals for science
    - 1% limitation on alternate assessments tied to alternate standards.
    - Maintains the 95% participation requirement.

# Federal Accountability Timeline

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- State accountability systems effective until **August 1, 2016** (but continue to support priority/focus schools and those in improvement).
- New State accountability systems (and related interventions) take effect in school year **2017-18** per law.
- ED guidance: waiver States may choose to either (1) pause identification of school, or (2) identify a new group of schools for improvement. No information on what non-waiver States should do.

# Changes to Federal Accountability

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- States must develop an accountability system that rates schools based on metrics including:

1. [Academic achievement](#)
2. [For K-8, growth or other indicator](#)
3. [For high schools, graduation rates](#)
4. [Progress in achieving English language proficiency](#)
5. [At least one “valid, reliable, comparable, and Statewide” indicator of school quality](#)
6. Other factors as determined by the State

\***Most weight** must be given to academic indicators.



# Two Levels of Intervention

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- Targeted and Comprehensive
- Targeted (LEA-directed) interventions:
  - State must notify LEAs of schools with subgroups which, on their own, would be identified as **lowest-performing 5%**.
  - School must develop improvement plan, LEA must approve improvement plan and monitor implementation.
  - If subgroups fail to improve within State-determined number of years, State steps in...

# Two Levels of Intervention

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- Comprehensive (State-directed) Interventions:
- State must identify for comprehensive intervention:
  - Schools in the bottom 5% according to the State's performance metric
  - High schools with graduation rates of less than 2/3
  - Schools in which any subgroup, on its own, would be in the lowest-performing 5% and has not improved in a State-determined number of years
- LEA must develop and implement, with State supervision, an evidence-based improvement plan
- State must step in if there is no improvement in a State-determined number of years (up to 4)

# New ED Webpage

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- <http://www.ed.gov/essa>

# Q&A Time

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# Data Gateway Updates

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❖ AARON BROUGH



# New Report

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## Assessment Comparison for Special Education

Student Locator

### Assessment

SAGE Scores by Teacher

Student Scores Lookup

UTREx Assessment Reports

### SAGE

Student Growth

## Accountability

PACE & School Federal Accountability Report (SFAR)

School Grading

State Accountability Results for All Schools

## Graduation

Adult Education OOSY Report

Graduation Rate Preview

## Special Education

Assessment Comparison

UTREx Special Education Reports

## System

Application Settings

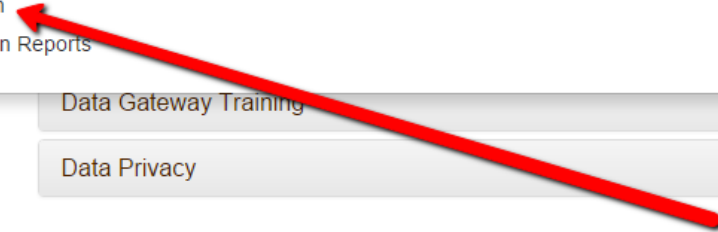
ELMAH

Hangfire

Site Requests

Data Gateway Training

Data Privacy



School Year

2014/2015

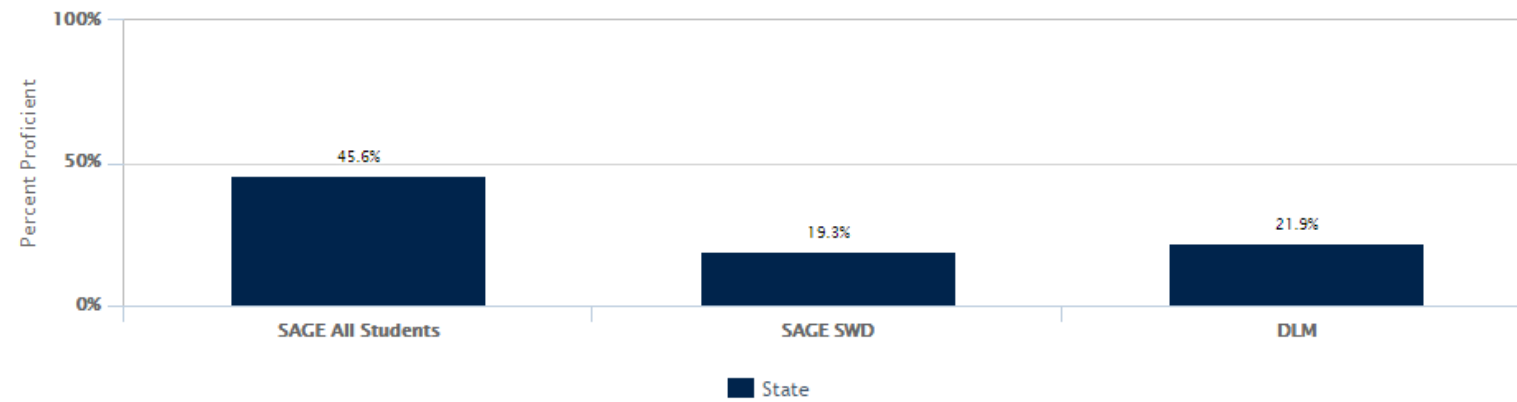
District

« All »

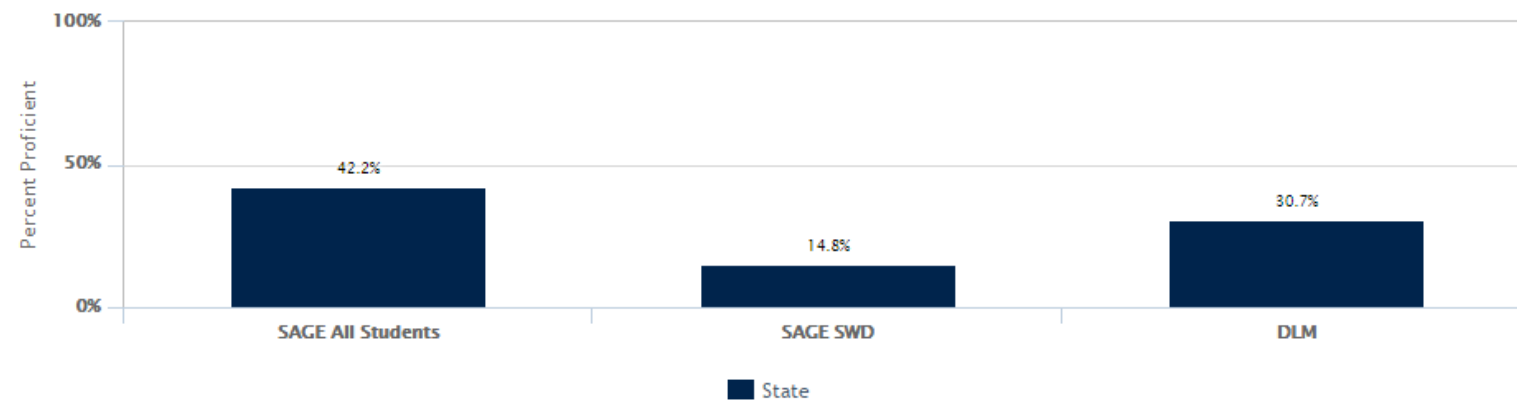
## Special Education - Assessment Comparison

[Language Arts](#)
[Mathematics](#)
[Science](#)

### Grade 3 – SY 2015



### Grade 4 – SY 2015



### Grade 5 – SY 2015

School Year  
2014/2015 ▼

District  
GRANITE DISTRI ▼

School  
« All » ▼

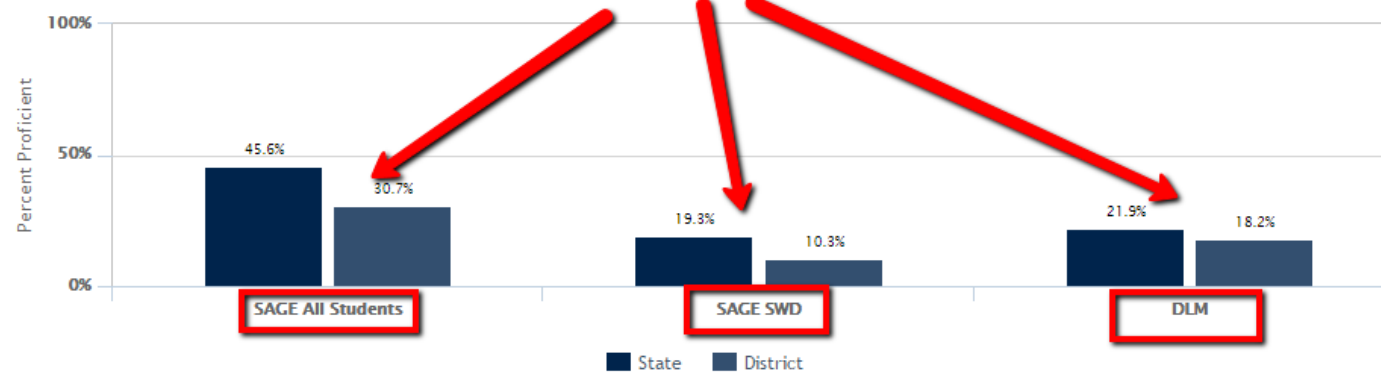
## Special Education - Assessment Comparison

Language Arts

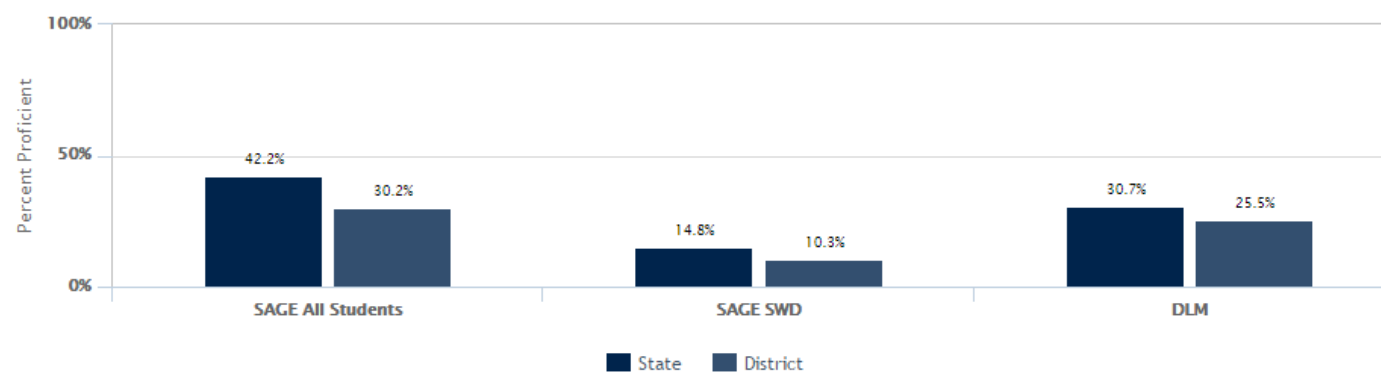
Mathematics

Science

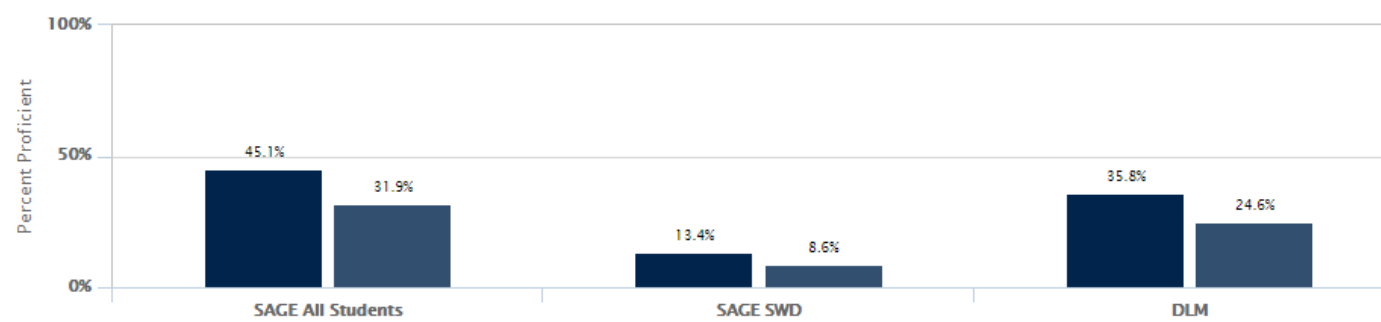
Grade 3 – SY 2015



Grade 4 – SY 2015



Grade 5 – SY 2015



2014/2015

# Special Education - Assessment Comparison

District

GRANITE DISTRICT

School

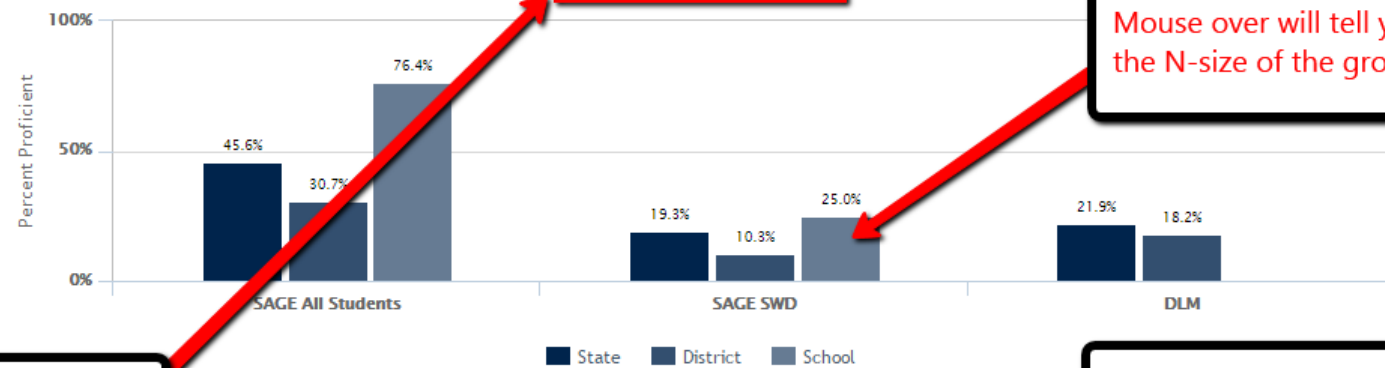
COTTONWOOD

Language Arts

Mathematics

Science

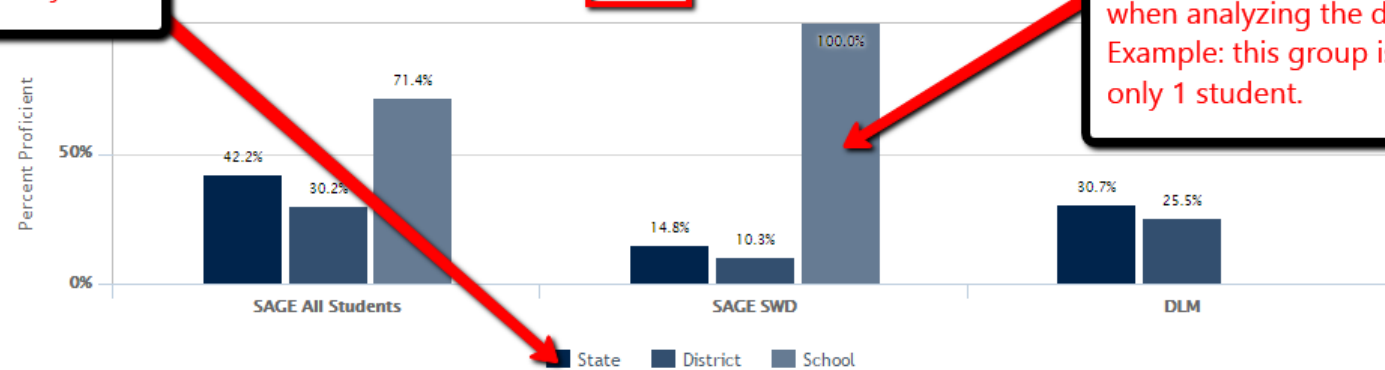
Grade 3 - SY 2015



Mouse over will tell you the N-size of the group.

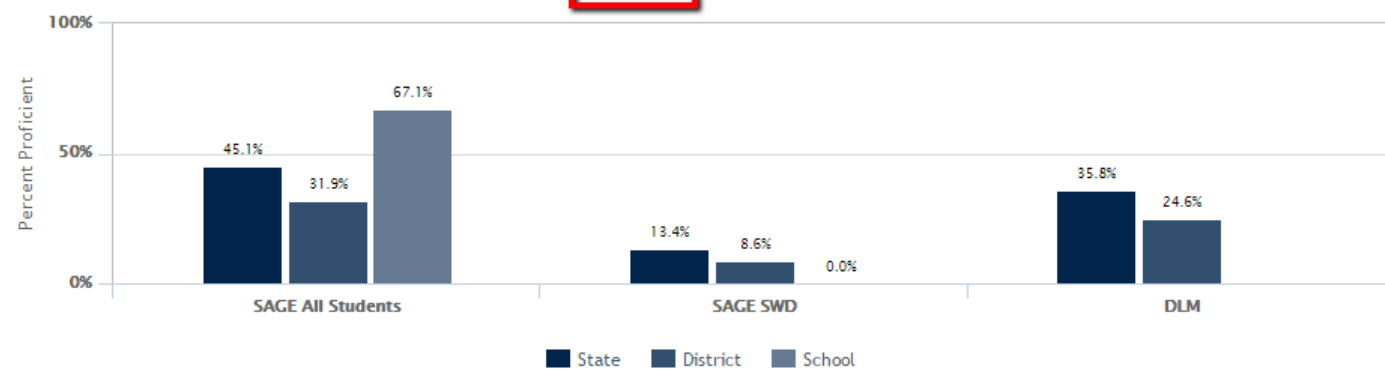
Reports are grouped by grade, not test subject.

Grade 4 - SY 2015

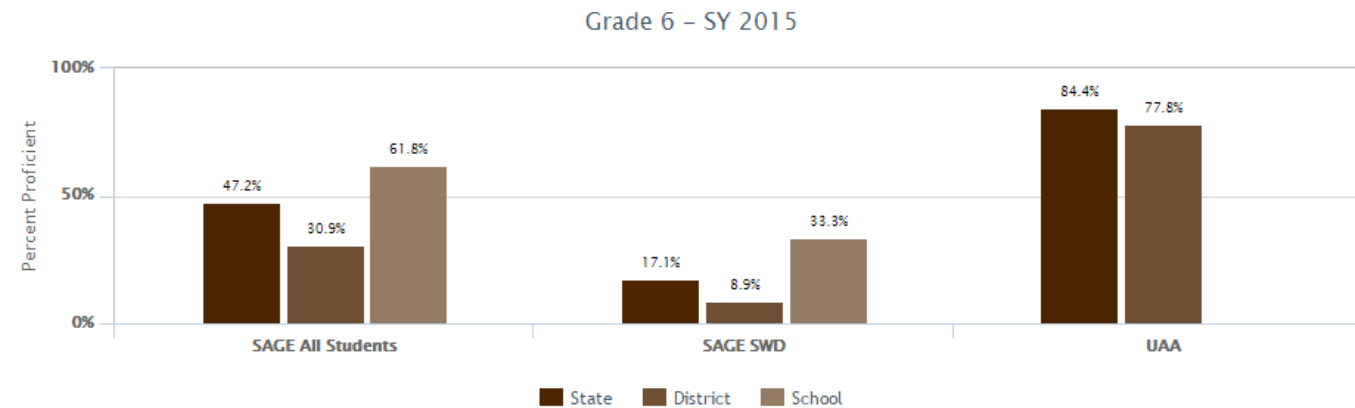
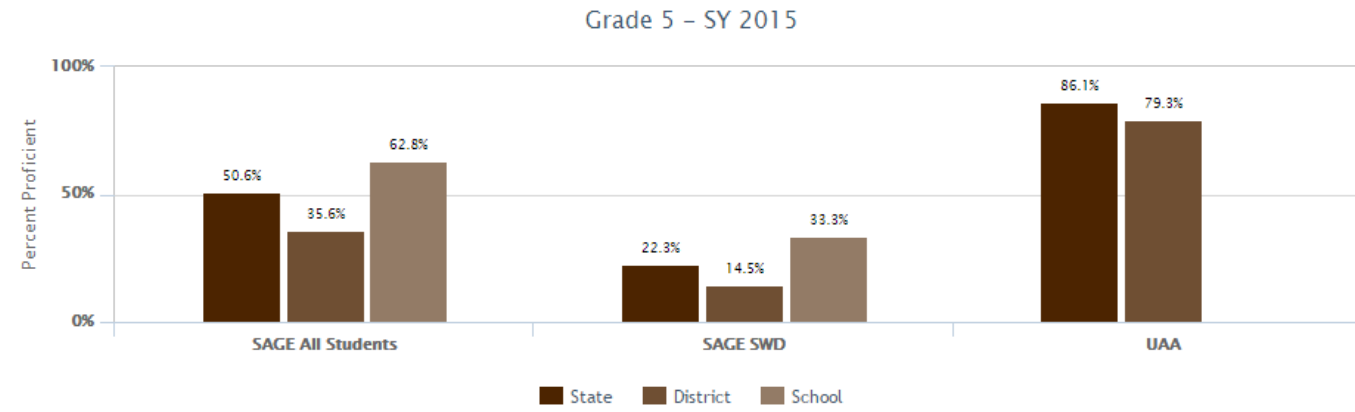
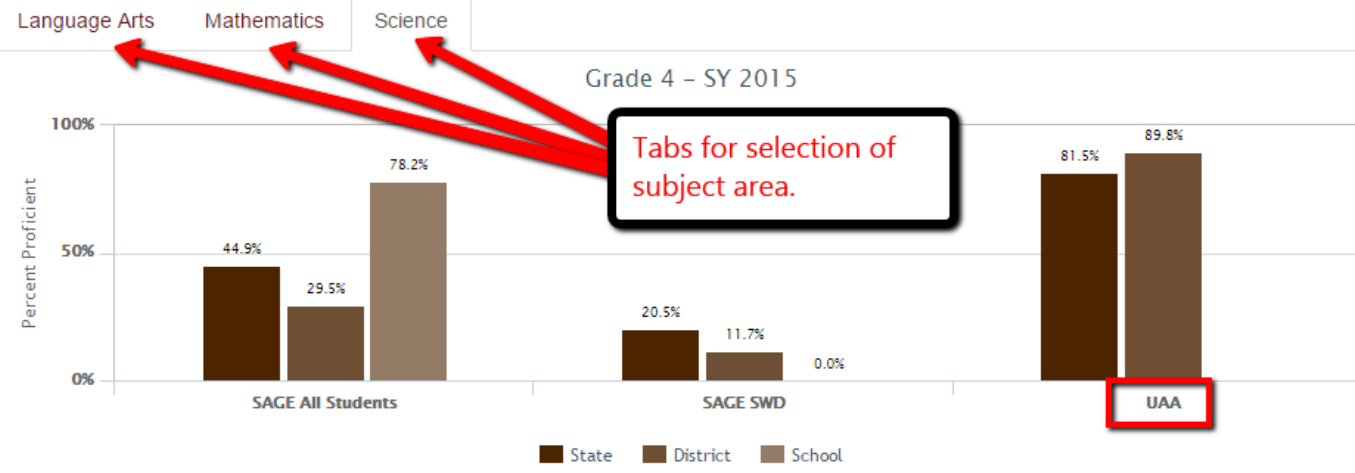


The size of the groups needs to be considered when analyzing the data. Example: this group is only 1 student.

Grade 5 - SY 2015



# Special Education - Assessment Comparison



# Functionality change

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## **SAGE Scores by Teacher Report**

How students that transfer will be displayed using “Current Students” and “Last Year Student” filters.



# Secondary Math I

First Name	Last Name	SSID	FAY	Scale		Prof. Prior		SGP	Algebra	Number & Quantities/Functions	Geometry	Statistics
				Score	Level	Prof.	SGP					
JOHN	STUBBS JR	1446102	Y	593	4	Y	81	609		601	540	634
MICHAEL	SHAW	1100740	Y	583	3	Y	83	587		570	566	633
ROSE	DADKHAH JAZI	1608637	Y	563	3	Y	45	570		535	569	560
ALEXANDRIA	KING	1445993	Y	559	3	Y	53	544		567	567	573
CARSON	COOPER	1107081	Y	550	3	N	76	557		497	548	610
MORGAN	HYATT	1124579	Y	546	3	Y	41	559		539	495	637
TAYSIELEN	GODFREY	1101598	Y	544	3	Y	67	574		557	531	185
MASON	BEST	1438018	Y	540	3	Y	38	510		619	546	510
BRYSEN	FOCHTMAN	1011243	Y	540	3	N	71	556		546	521	527
BAYLEE	DURAN	1438149	Y	535	3	N	98	510		581	539	501
JOSHUA	APARICIO	1584052	Y	521	2	N	72	548		546	481	375
ABIGAIL	MARTINSEN	1097687	Y	519	2	N	53	513		540	511	529
SHAELYN	LEDFOED	1445869	Y	517	2	N	52	508		501	529	532
ABBAGAYL	OSBURN	1042316	Y	513	2	N	55	546		483	480	526
JEREMY	PATTERSON	1439013	Y	512	2	N	80	487		528	533	506
HOPE	DEVER	1438161	Y	509	2	N	77	526		552	452	486
KORBIN	HOLTRY	1120020	Y	505	2	N	95	500		514	471	568
EMERALD	BILLINGSLEY	1329769	Y	479	2	N		502		454	456	517
BENJAMIN	MANGEL	1012185	Y	469	1	N		516		484	412	426
TAYLOR	SPENS	1438464	Y	469	1	N	26	481		185	479	532
TAYLER	GARCIA	1441675	N	465	1	N		437		494	486	430
AUSTRIANNA	GARZA	1445728	Y	462	1	N	48	462		454	484	393
MASON	MCKINNEY	1012120	Y	460	1	N	12	478		457	429	508
KASEN	VAN ALFEN	1438215	Y	460	1	N	22	481		505	409	391
ALEXANDER	WARREN	1438146	Y	460	1	N	9	452		441	478	398
FERNANDO	MIRAMONTES	1438289	Y	457	1	N	42	396		518	448	402
ASPYN	DRCA	1103655	Y	452	1	N	89	450		497	423	458
PETER	THAO	1446028	Y	427	1	N	60	391		467	418	372
TAELOE	HESS	1215411	N	425	1	N		312		453	432	441
JOVANY	RODRIGUEZ	1441715	Y	397	1	N		408		185	447	454
JADE	BRAKKE	1614235	N	389	1	N		437		449	356	185
Teacher				497	32%	23%	55	497		494	485	477
School				400	0%	21%	0	367		404	348	340
District				507	40%	36%	61	492		498	499	499
State				505	41%	44%	50	489		499	498	496

[illegible]

# Feedback?

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*Thank You!*

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